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**The View from Mexico:
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Journal Publishing Ecosystem for Researchers of the Global South**

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Research organizations in the Global North push for agreements with major international journal publishers to find solutions to the journal inflation and access crises to make their state-funded research open access. Researchers and educational institutions of the Global South are largely left out of the discussions. But to meet criteria for global university ranking systems set by institutions in the Global North, institutions in the Global South must invest in ever-inflating subscription fees for those “prestigious” journals and their researchers are expected to publish in those English-language journals. To gain more understanding of Global South perspectives on these issues, the author interviewed journal editors and librarians at different universities in Puebla Mexico. The interviews explored challenges for Mexican researchers to publish in English-language journals of the Global North, challenges for Mexican institutions to continue to access those expensive journals, the current level of open access at their institutions, the future outlook for open access in Mexico, and the social justice implications of the academic journal publishing ecosystem dominated by the Global North.

The View from Mexico: Voices of Mexican Journal Editors and Librarians on Challenges of the Journal Publishing Ecosystem for Researchers of the Global South

I. Introduction

Much discussion about new roads to providing open access to the world's research output has been steadily growing over the past twenty years. Librarians and university researchers throughout the Global North have continued to negotiate open access options with publishers as well as build open access repositories to free previously published journal literature locked behind every inflating and economically unsustainable subscription toll walls. More recently, national research organizations in Europe are pushing initiatives for agreements with major journal publishers of the Global North, such as Plan S, to make their state-funded research open access for their regions (Poynder, 2019). What is missing from but vitally needed in the international discussion on how to build a fair and just model of global exchange of research are voices from the Global South. These actors are most adversely affected by an international research evaluation and communication system dominated by publishers and institutions of the Global North. The research presented in this paper begins to alleviate this absence by presenting the voices of librarians and journal editors at universities in Mexico. The objective is to learn what some in the Global South think about the current state of journal publishing, the effect on researchers, and ways they are engaged in open access initiatives and international cooperative efforts. The author traveled to three universities in Puebla, Mexico and conducted semi-structured interviews with librarians and local journal editors. These interviews provide the information for this paper.

Before turning to the Global South, it is essential to examine how and why commercial academic journal publishers of the Global North have such a stranglehold on higher education around the world. A key element is how global higher education standards and ranking set in the Global North--in part dependent on institutional subscription to, and expectations to publish in, Global North journals--are linked to the competitive drive among countries to succeed in the global knowledge economy.

Next, the author presents findings from the interviews with librarians and journal editors in Mexico, noting their commonalities in concerns regarding ill-effects of the global higher education--global publishing--complex which affords a valuable window into their unique perspectives, as well as an echo of concerns emerging from other areas of the Global South.

II. Background Literature Review

1. Domination of commercial publishing on university ranking

Mexico, the closest neighbor to the United States in the Global South, provides an important source of perspective for effects of domination of the Global North on the international scholarly communication ecosystem tied to global higher education protocols and standards. Institutions of higher education around the world feel pressure to spend increasing amounts of their revenue on ever-inflating subscription fees for Global North journals and to publish in those journals in order to meet criteria for global ranking that better positions them to compete in the global knowledge economy.

Scholars of globalization in higher education, such as Hazelkorn, Altbach, Spring and Marginson, have articulated the linkages between the international global competition in the knowledge economy with competition for world ranking among universities and criteria for those rankings -- such as publishing in highly ranked, “prestige” journals. Criteria for international higher education institution ranking, they argue, favor norms of the Global North that rely in part on the expectation for faculty to publish in commercial journals with high impact factors headquartered in the U.S., U.K., and Europe. There is a growing international competition in global higher education ranking. This has a strong influence on universities in the Global South to follow criteria that gains higher rank such as: expecting faculty to publish in “reputable” highly ranked journals, to recruit faculty from highly-ranked global institutions, to

compete for research grant funding based on criteria designed for and by researchers in the Global North, and to seek research partnerships with highly ranked institutions that expect adherence to the Global North's standards. Consequently, researchers of Mexico, for example, who do not publish in those "prestigious" journals, can be professionally disadvantaged in career advancement at their institution, lose opportunities for national research funding, and potentially be excluded from the global discourse of their field.

Ellen Hazelkorn (2009) describes criteria of several major university ranking systems that are biased towards Global North publication venues and standards. For example, she notes that the *SCImago* rating system looks at the institutions' presence in the Elsevier *Scopus* database while *QS World University Rankings* and *THE-TR* use Clarivate Analytics (previously owned by Thomson Reuters) Web of Science database to rank institutions. Hazelkorn reveals that "Bibliometric and citation data are most commonly used by many [ranking systems] precisely because they are readily available due to the fact that Thomson Reuters and Scopus collect these data" (Hazelkorn, 2009, p. 499-500). She warns that while using the number of peer-reviewed publications and citations is a common criterion for university rankings and can identify much of what an institution produces, the data in Scopus and Web of Science may only be a portion of what a non-English speaking institution in the Global South produces. Hazelkorn cautions that "authors are most likely to reference other authors whom they know or are from their own country. [Such ranking criteria] also assumes that journal quality is a proxy for article quality" (Hazelkorn, 2009, p. 502). Nevertheless, leaders in higher education, including in the Global South, "follow rankings, and that institutional strategies, policies and operations have often been altered in order to bring institutions into line with ranking indicators" (Hazelkorn, 2009, p. 504). As Hazelkorn warns, global competition for ranking is putting institutions and their faculty under pressure. "Around the world, faculty say they are 'being pushed into publishing 'more and more' and publishing internationally'" which translates into expectations to publish in journals of the Global North (Hazelkorn, 2009, p. 505). Joel Spring (2015) echoes this concern that trends in higher education "support world system theorists' arguments that rich nations are continuing to dominate the globalization of higher education" and favor "English-speaking nations and universities and established publishing corporations" (Spring, 2015, p. 118).

The commercialization of journal publishing headquartered in the Global North also adversely affects scholars trying to access journals of the Global North. As Altbach (2004) noted, when academic resources are priced to sell to wealthier countries, they can be prohibitively expensive for higher education institutions outside the area (Altbach, 2004, p.11).

2. Market globalism vs social justice in academic publishing

Altbach (2016) cautions that while globalization may offer new opportunities in study and research for the “haves” of the Global North, there is serious deprivation for academicians in the Global South. He goes on to warn that educational agreements emerging from the World Trade Organization aimed at enforcing quality standards “may sow the seeds of deep inequalities, because the established academic ‘powers’ in Europe and North America tend to dominate debate and policy” (Altbach, 2016, p. 18). Altbach further notes that economists such as Joseph Stiglitz and others argue that globalization can work against the interests of the Global South, “reinforcing international inequalities” (Altbach, 2016, p. 85). This inequality is exemplified by the pressures placed on the Global South to read and publish in the major legacy journals headquartered in the Global North. “Universities in many countries stress the value that their professors publish in internationally circulated scientific journals, almost by definition in English” and dominated by international publishing companies (Altbach, 2016, p. 88).

Spring (2015) further argues that this domination is rooted in a fundamental acceptance of world system theory of education in which “richer nations legitimize their power by imposing their educational values on other nations” including their controls of research methodology and acceptance of allowing scholarly communication to be handled by international publishing corporations (Spring, 2015, p. 10). This is also of concern to Manfred Steger (2017) who warns reader of the most dominant global ideology of our time: market globalism (Steger, 2017, p. 111). Henry Giroux pointedly states that “...it is not surprising that venture capitalists [adherents of market globalism] scour colleges and universities in search of big profits to be made through licensing agreements, the control of intellectual property rights,” and other profitable areas of higher education including publishing (Giroux, 2009, p.39).

Global justice theorists are concerned that international domination of research practice and protocol is controlled by the Global North in great part because “the peer review system is dominated by people accustomed to both the language and the methodology of U.S. scholars.

Others must communicate in a foreign language and conform to unfamiliar academic norms” set by researchers and institutions in the Global North (Altbach, 2016, p. 89).

3. English language dominance in academic articles

Another key factor contributing to the unjust dominance of the Global North on academic journal publishing is the prevalence of English as the language of higher education research. Altbach writes:

English has become the main language of higher education global communication in the context of 21st-century globalization. Most internationally circulated scholarly journals are in English, as are the large majority of international scientific and scholarly conferences. English dominates academic and scientific websites, and the largest number of academic books are published in English. Multinational publishers, even those headquartered in Germany or the Netherlands, publish mostly in English. (Altbach, 2016, p. 8)

He goes on to note that much of the world uses English for scholarly communication and, in fact, “many universities reward their faculty members for publishing in English rather than their national languages” (Altbach, 2016, p. 8). He further argues that since the major journals are edited and published in the Global North “their orientations and methodologies tend to dominate. In short, English is increasingly the dominant academic language, with widespread implications...” (Altbach, 2016, p. 8-9).

Researchers in the Global South argue that the world must move away from expecting scholars to publish in English or at least find ways to mitigate the inequality and problems caused by the dominance of English language in academic publishing. Isaac Fung (2008) argued for multi-lingual open access publishing, asking “...scientists and journal editors working in the English-speaking world, given the vast resources we have at hand compared to our counterparts in the developing world, to facilitate the dissemination of scientific knowledge between North and South and between Anglophone peoples and non-Anglophone peoples.” (Fung, 2008, p.3). He goes on to suggest four ways to amend the inequalities by: 1) providing translations of English abstracts or entire articles, 2) creating an online system of open translations by volunteers, 3) forming an international board of translators-editors, and 4) building alternative

language versions of journals (Fung, 2008, p. 2-3). As of yet, this practice has not been adopted in higher education publishing and the dominance of English continues to advantage researchers and institutions of the Global North.

4. Finding social justice through open access to academic research

Researchers and librarians, concerned with the unsustainability and injustice of the current dominance of commercial academic journal publishing have now spent twenty years seeking methods for establishing a better, more equitable and sustainable scholarly communication system. This is exemplified by the growth of the open access movement. Codified in the Budapest Open Access Initiative of 2002, the Bethesda Statement on Open Access Publishing in 2003, and the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities in 2003, the movement calls for research literature to be made freely available online subject to proper attribution to authors (Suber, 2012, p.7). The open access movement goes against the economic ideology of neoliberalism that “is expressed in part, in the commercialization of scholarly publishing” (Baildon, 2018, p. 176). Baildon argues that open access is a social justice movement and that the goal should be “equitable scholarly exchange rather than a one-way bestowal of knowledge from the Global North to the Global South” (Baildon, 2018, p. 177). Along that same line of thought, April Hathcock titled a blog essay: “Making the Local Global: The Colonialism of Scholarly Communication.” She argues that most conversation about scholarly communication is “centered around, directed by, and saturated in the values and ideals of the white North American and Western European, neoliberal researcher.” The effect of this neoliberal focus results in pressure on researchers in the Global South to cite researchers in the Global North and publish in high-profile journals of the Global North (Hathcock, 2016). As Altbach (2004) writes, “Recognising (sic) inequality is the first step. The second is to create a world that ameliorates those inequalities” (Altbach, 2004, p.24).

A positive move toward global social justice would be to open more free access to the journal literature of the Global North for researchers in the Global South. As far back as 2001, the World Health Organization negotiated with six major corporate journal publishers to provide free access to their medical journals for a number of Global South countries but that only brought attention to the much greater problem of inequality in access and knowledge exchange that has become more evident over the years. (Willinsky, 2006).

The global battle for open access to academic publishing is far from won, with continuing debate over issues such as mega-publishers offering open access options to authors who are willing to pay Author Processing Charges (APCs) of hundreds and sometimes thousands of dollars, predatory publishers springing up overnight asking authors for APCs to publish in their fly-by-night journal storefronts, and pirate initiatives such as Sci-Hub that offers over millions of stolen articles for free on their website. What is missing from the literature and the international discussions being held at international conferences and on online discussion forums on topics related to social justice of academic publishing are perspectives from the Global South. This paper seeks to add some of those voices into the conversation by engaging in grass-roots dialogue among partner practitioners across borders to begin building consensus on journal publishing issues faced by institutions and individual researchers of the Global South and ways we can work together to overcome them.

III. Research Design & Methods

1. Sample selection

The author sought to hear perspective on issues related to academic journal publishing from actors in the closest country to the U.S. in the Global South, Mexico. One practical way for the author, a university librarian in the U.S., to accomplish this connection was to arrange to meet with librarians and journal editors at institutions in Mexico with which the author's university has exchange partnerships.

The investigator chose to conduct research at three different types of universities in Mexico, all located in the city of Puebla. These included: Benemérita Universidad Autónoma de Puebla (BUAP), a state public university; La Universidad de las Américas Puebla (UDLAP), a private secular university and Universidad Iberoamericana, Puebla, a private Catholic university.

The interviewees represent different local actors in the chain of academic journal communication. Among them were librarians who help researchers to access journal literature and therefore have insights into the access needs of researchers. The others were journal editors who are aware of the journal publishing landscape in Mexico and have insight into the publishing needs of researchers. Combined together, they offer a much-needed new dimension to discussion about academic publishing.

2. Semi-structured interviews and discussions

Supported with an international research grant from the North American Serials Interest Group (NASIG), the author conducted semi-structured interviews and discussions in May 2018 with librarians and journal editors at three universities in Puebla Mexico. Meetings were held both with single individuals and with small groups of librarians. Open-ended questions provided opportunities for expanded discussion that encouraged participatory and democratic dialogue among participants in the spirit of co-research and finding solutions in partnership.

The interviews and discussions covered a range of topics related to journal access, publishing expectations, open access development, and faculty involvement. The author set scheduled meetings with individuals (administrators, journal editors, and librarians) and with groups of five to ten librarians. The author was assisted by a translator but also recorded the sessions. The content was transcribed. The author then reviewed the content, looking for common themes as well as variations across actors and institutions.

The findings of the paper focusses on seven topic areas that were key questions of the interviews: challenges in access to and publishing in journals of the Global North, awareness and trust in open access among faculty members of their institutions, the state of open access initiatives at their institution and in in the region, , challenges facing Mexico in implementing open access, the future outlook for open access in Mexico, and ways our institutions can work together to benefit their researchers.

3. Limitations of the research

The number of individuals interviewed did not comprise a large sample, nor were they drawn from multiple regions within Mexico. However, there were enough variation in institution and role of the interviewees to have confidence that the concerns and perspective merit consideration and further research.

IV. Research Findings

1. Language barriers in global publishing

This question examined the issue of English being the dominant language of major international journals (considered top-tier, prestigious, high impact factor, traditional, or legacy

journals, depending on terminology used in the literature) and its potential as a problem for researchers in Mexico.

Perspectives of Librarians in Mexico: While librarians expressed that they must provide subscriptions to expensive, primarily English-language journal packages for research faculty, they expressed concern for the numerous non-English speaking students and faculty members who do not have sufficient mastery of English being able to read the journals. Librarian noted that the language barrier is especially problematic for researchers in the health sciences, but other researchers whose primary mode of communication is Spanish are also hindered by global discourse being dominated by English. They also were concerned for older researchers in Mexico who may not be as proficient in English but, nevertheless, need to be published in those top-tier journals for career advancement. They felt such researchers must either co-author with an English-speaker or employ a translator to assist with rendering an English version to submit for publication. Such expectations, they said, can be significant barriers for less affluent researchers.

Perspectives of Journal Editors in Mexico: Among the editors interviewed, there were mixed responses to the question of English language domination over major “prestige” journals. While there is a general assumption among internationally competitive Mexican researchers that they must be able to read and publish in English, the language barrier is still problematic for Mexican researchers who do not engage in research outside Mexico but need to know about important research in their subject being published in other languages. History scholarship was given as an example of an area where a great deal of international work is done in English.

2. Importance for researchers in Mexico to publish in major journals of the Global North

This question served to gauge local impact in Puebla of international pressures on universities in the Global South to compete for university ranking requiring faculty members to publish in “prestige” journals based in the Global North.

Perspectives of Librarians in Mexico: The librarians agreed that there is substantial pressure on researchers at their institutions to be globally competitive by publishing in the major international journals that are headquartered in the Global North. A librarian explained that research faculty members gain more points from publishing in major international journals such

as those published by such entities as Elsevier, Wiley, and Springer than if they publish in regional journals because Global North journals are generally ranked higher by assessment criteria by services in the Global North. Publishing in those higher-ranked, international journals also provides points needed to compete for research funding from the government.

Perspectives of Journal Editors in Mexico: The responses from editors were similar to the librarians on this question though the editors were more emphatic on the requirement of researchers to be globally competitive by publishing in journals of the Global North. One noted that national assessment of faculty members in Mexico is linked to international standards. Another also noted that funding programs drive researchers to publish in journals which are considered more important internationally. The editors noted, however, that faculty members who investigate more regionally-focused topics still publish in Spanish-language journals based in Mexico or other parts of Latin America.

3. Awareness, interest and trust in open access by Mexican faculty members

Building understanding of the issues around social justices in global scholarly communication arguably begins at the most basic level, among the researcher-authors who create the research being globally disseminated. So it is important to learn about the degree of awareness, interest, and trust Mexican faculty members have in open access.

Perspectives of Librarians in Mexico: The librarians interviewed, many of whom interact with faculty members frequently about their research, were in general consensus that much work remains to be done to inform the campus faculty about open access issues and options. Some librarians remarked that positive headway is being made to educate faculty members through presentations, workshops, and conversations. Librarians report that once faculty members become aware of open access, some still show guarded interest, expressing concerns about the stability, reliability and reputation of open access journals and trust them less than traditional journals. Librarians also shared their perceptions that some faculty members are concerned about shifting their choices for publishing their work away from journals with established reputations and higher impact factors that are perceived to be more assured to provide prestige for career advancement and grant opportunities.

Perspectives of Journal Editors in Mexico: The responses of journal editors contrasted from librarians in that they saw more enthusiasm among faculty for open access initiatives and trust for open access journals. One editor, in fact, described the faculty as collectively making open access a “first-level priority.” Editors did agree with the librarians that most researchers at their institution prefer to place their articles in what one described as “better positioned journals” so that they are both more connected to the global discipline and to be credited with having published in a higher impact journal.

4. State of open access journal publishing and archiving at their institution and in Mexico

As open access is central to international discussion on developing a just global system of scholarly communication, it is useful to integrate information about progress in open access publishing and archiving at the local and regional level.

Perspectives of Librarians in Mexico: The level of understanding about open access developments among the librarians varied. Some were well-informed on the issues of local and regional open access initiatives, while others were just beginning to learn about it. Moreover, some institutions were further along on developing an open access repository for scholarship than others. The public institution visited was tied to national protocols and process more than the private institutions so their librarians implied that they were waiting for more national direction beyond the open access repository they had implemented for theses. Librarians of the private universities were pleased that their institution were either beginning to implement or would soon implement repositories of their own. All the librarians expressed the need to better educate faculty members at their campus on the value of open access. Librarians generally agreed that open access is progressing well across Mexican institutions of higher education and is a major priority for the leadership of Mexican higher education and research.

Perspectives of Journal Editors in Mexico: The journals editors interviewed appeared to be more attuned to details on developments in open access at their institutions. One mentioned that at least half of the faculty members at their university see open access as a personal, institutional, and/or national objective. All editors communicated that open access is gaining momentum at their institutions and in the country. Nevertheless, editors expressed concerns about future funding of open access publishing and archiving, as well as concerns that much journal publishing in Mexico is still print-based. The editors noted the importance of coordinating the

various online journal systems serving Mexico such as SIELO and REDALIC and to assure that digital archives in Latin America can communicate globally with other systems using international archival standards.

5. Challenges facing open access development in Mexico

This question explored a vital component missing from the international discussion of academic publishing and open access: namely, challenges experienced by practitioners in the Global South in developing open access alternatives.

Perspectives of Librarians in Mexico: Librarians were diverse in their response to this question. Some perceived their role as more functional in assisting with access to needed research and thus have not been concerned with the broader issues. Others saw a role for librarians in helping faculty build understanding about global publishing issues and open access options and are looking for ways to reach faculty on these issues. A few librarians ventured into the broader issues of how to influence their higher education system to move away from rewarding faculty members more for publishing in the corporate journals of the Global North and how to better integrate all universities in Mexico in achieving open access goals.

Perspectives of Journal Editors in Mexico: One concern expressed by the editors is the challenge of assuring open access journals continue to be funded in the future. Another concern was how to better regulate publication policies internationally so that the research quality of open access publications is maintained. But they argued that institutions of the Global South should not have to depend on the major indexers and large corporate interests of the Global North to set the standards for assessment of scientific work. The most important concern shared by the editors was the need to generally assure all research of Mexico is easily accessible throughout the world.

6. The future outlook for open access and other solutions for Latin America and Mexico

This question sought perceptions on the future outlook and solutions for open access being developed in Mexico and other parts of Latin America to assure researchers are better integrated into global scientific discourse.

Perspectives of Librarians in Mexico: Librarians saw open access continuing to grow in importance in Mexico and Latin America. They noted that the effort being exerted at the national level to make this happen is impressive. Higher education institutions across Mexico are either already engaged in open access initiatives or are poised to become more involved. One librarian argued that for open access archived in Mexico to integrate with the rest of the world there must be global coordination on policies and systems for distributing scientific research.

Perspectives of Journal Editors in Mexico: The journal editors saw open access as a major paradigm of research dissemination in Mexico and Latin America, both in the short term and long term. In Mexico, for example, scientific publishing and accessibility to that literature has been prioritized by the Mexican Council of Science. Journal editors emphasized the importance for institutions and researchers around the world to take a more global view of the scholarly communication and publishing processes that includes the research of Latin America. One editor said that it is important for research not to fall under the control of corporate publishing giants of the Global North. Research institutions in Latin America, another said, need to refine their open access systems to better integrate access with other systems of the world. In short, the editors are optimistic about the development of open access in Mexico.

7. How our institutions can work together toward achieving these goals

The purpose for this question was to open the door to future possible cooperation and coordination at the grass-root level, between individual institutions working together across borders to build alliances, cooperative projects, and mutual understanding of ways to further the global exchange of research.

Perspectives of Librarians in Mexico: The librarians offered a number of ways universities can partner across the Global North / Global South divide through dialogue, sharing and project partnership. In particular, they expressed interest in sharing ideas and best practices as well as actually sharing projects between open access repositories. One idea that several librarians suggested addressed the possibility of working together to create bilingual translations of articles and other learning materials. They also suggested that libraries could partner on sharing expertise, digital projects, and even book collections. Librarians were open to creating alliances between our institutions so that our researchers can work together to set an example for local action that can help lead to more global cooperation and exchange of knowledge. It all

starts, one said, with conversations such as the one we were having. It is important, another said, for librarians in the U.S. to understand their perspective.

Perspectives of Journal Editors in Mexico: Interestingly, editors suggested institutions consider organizing bilingual publications developed at the local level in cooperation with their exchange partners. One editor suggested using students and bilingual staff to contribute to a project to translated local publications for the open access repository. One editor interpreted the question to also address developing more partnerships in Latin American. He saw the need the need for institutions to improve existing open access networks in Latin America so that the work of their researchers has greater visibility to the world.

V. Conclusions

Much was learned from the meetings between the author (a university librarian from the Appalachian region of the U.S.) and university librarians and journal editors of Puebla, Mexico. We discovered that institutions of higher education in Puebla share many of the disadvantages experienced by universities across the Global South in having to compete for global rankings based on assessment criteria set in the Global North, criteria that includes providing access to expensive, English-language journals of the Global North. Their researchers shared the same concerns as researchers across the Global South whose professional standing and grant funding often depend on their success in being published in journals of the Global North.

The interviews also revealed a concern not only for researchers but also for students in the Global South, an issue not discussed enough in the ongoing debates around building a truly global open access scholarly communication system: the domination of English as the language of international journal publication. Local cooperation in translating and creating bilingual abstracts and articles, as well as building cooperation between our open access repositories were recurring suggestions for possible future Global North/South institutional cooperation.

The executive director of Redalyc, Arianna Becerril-García, noted at the March 2019 Library Publishing Forum that humanity has an opportunity to reach “a more equitable participation of all in the scientific discourse” but so far we have only managed to build separate systems, one controlled in the Global North that is being managed by large corporations that favors pay-to-publish open access models and another open access approach in the Global South

exemplified by successes in Latin American that is scholarly-driven and non-commercial (Redalyc,2019).

Questions remain about whether different systems of open access, one for the Global North and others for the Global South can or should co-exist. As we seek ways to address how to build a globally-equitable but well-regulated open access network for scholarship, we cannot allow the traditionally entrenched institutions of higher education of the Global North that are seemingly locked in a dependency on giant commercial publishers to determine the future of scholarly communication in the world. Voices of the Global South can share their non-commercial successes in open access and are vital to finding a workable global solution. Local practitioners--the researchers, librarians, technicians, and administrators of the institutions affected--are also important in sharing the ground-level problems of the current systems and thus can be influential in building global open access more inclusively. We can each begin by reaching out to our partner institutions to listen to both their challenges and their successes, drawing on our shared knowledge to influence our educational and research institutions to move toward a globally fair and sustainable system of research exchange.

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